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ABSTRACT

This report summarizes a national invitational conference at which 36 representatives from business, industry, education, and government addressed the ways in which the issues of skill obsolescence, unemployment, illiteracy, displacement, and finance of career development affect adult learners, employers, and providers of education and training. The first section lists the conference objectives. Reported next are the opening remarks delivered by Tony Carnevale, an economist who spoke of the natural tension between U.S. educational and other (especially economic) institutions. The next section includes brief descriptions and contact persons of 32 exemplary collaborative projects and national resource organizations serving adult clients including the following: Arizona Business-Industry-Education Council Career Advancement Project; Boston College Worker Education for the 1980s; Career Development Council Worker Retraining Project; Compact for Lifelong Educational Opportunities Educational Maintenance Organization; Tuition Aid Project of the Industry Education Council of Contra Costa County, California; Public Investment in Higher Education project of the New England Board of Higher Education; Job Training Partnership Act (JTPA)-Adult Basic Education project of Rio Salado Community College; Rural Educational Adult Development in Idaho (READI) Project; National Committee for Reschooling the Adult Worker; and Human Resources Development Institute of the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO). The final section of the report summarizes the closing remarks, which were delivered by Arlon Elser. (MN)

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A CONFERENCE REPORT

National Conference on Collaborative Approaches to Serving Adult Learners

Sponsored by The National Institute for Work and Learning and The Johnson Foundation with the Assistance of W.K. Kellogg Foundation

April 29 — May 1, 1984
Wingspread Conference Center
Racine, Wisconsin

Conference Origins

In July of 1983, NIWL proposed to the Johnson Foundation, Inc. that they host a small national invitational conference at Wingspread, the purposes of which were to address the increasingly timely issues of facilitating the education and training/retraining needs of adult learners (dislocated, at-risk, unemployed) and examining exemplary programs and projects, either active in meeting these needs or proposing to do so. Wingspread is the last and largest of Frank Lloyd Wright's "prairie houses." This architectural landmark is located in the Village of Wind Point, just north of Racine, Wisconsin. Over the years, conferees have found Wingspread to be a supportive setting for discussions, one which has repeatedly elicited creative responses to the problems or issues addressed.

The Johnson Foundation agreed to host the National Institute's conference on "Collaborative Approaches to Serving Adult Learners," which was subsequently held from April 29 through May 1, 1984.

Conference Purposes: Collaborative Approaches To Serving Adult Learners

Thirty-six representatives from business, industry, labor, education, and government from across the country, including those directly involved in designing and implementing collaborative programs for adult learners, met at Wingspread from April 29-May 1. They addressed the issues of skill obsolescence, unemployment, illiteracy, displacement, and financing career development as they affect adult learners, employers, and the providers of education and training.

The participants were brought together to:

- develop strategies for expanding local collaboration among employers, educators, unions, government agencies, and other community organizations to serve adult learners;
- explore resources and opportunities through the new Job Training Partnership Act (JTPA);
- exchange information and ideas about exemplary collaborative programs for serving adult learners and assess the element of successful collaboration;
- propose other policies that would lead to more frequent and effective collaboration; and
- explore how collaborative programs can effectively serve adult learners in light of a changing economy and future employment market.

For the last four years, the National Institute for Work and Learning has been working under a grant from the W.K. Kellogg Foundation to mobilize community sectors to work collaboratively and creatively to expand adults' education, training, retraining, and employment opportunities. The conference on "Collaborative Approaches to Serving Adult Learners" was designed to bring together both the community work-education councils funded under the grant and selected representatives of business, industry, labor, education, and government involved in similar exemplary collaborative projects and national resource organizations.

"Education in our social system serves polity, culture and economy, not the economy alone."
— Tony Carnevale

Tony Carnevale, a Washington, D.C.-based economist, brought focus to the opening session of the Wingspread Conference by addressing the economic, demographic, and political events that have shifted over the past 25 years and have dramatically affected the relationship between education and most of the other social institutions in this country. What follow are several of Mr. Carnevale's major points.

He stated that there is a natural tension between U.S. educational and other institutions (especially economic institutions), which he attributed to the

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fact that "education has three masters, not one. Education in our social system serves polity, culture, and economy — not the economy alone." He cited education as a very important political and social tool because it provides all citizens with some common experience and sense of community.

Carnevale discussed the natural tension or discontinuity that exists when a ***culture*** emphasizes individualism; a ***political*** system emphasizes participation as its operating mode; an ***education*** system purports to provide for a strong individual sense of self and mastery, as well as encouragement to people who see themselves as autonomous and independent in their participation in the political and community processes; and an ***economic*** system produces products in the manner of an industrial manufacturing operation.

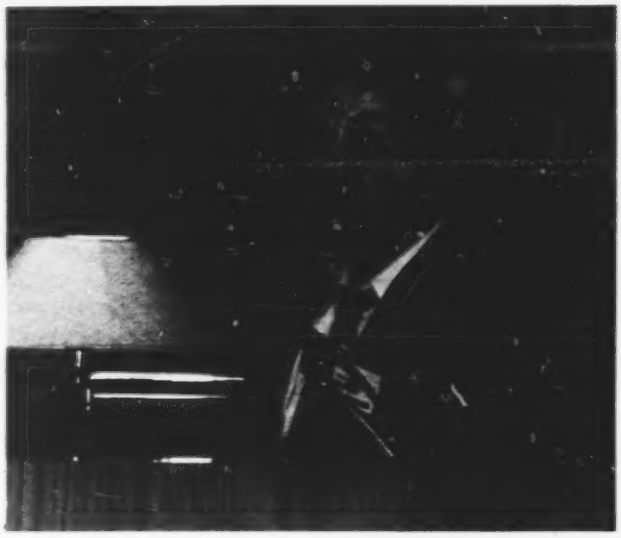
According to Carnevale, "Democracy and productivity often do not go hand in hand. It is the American's ability to bargain, not cooperate, that must be examined when thinking in terms of cooperation, whether among individual sectors of this social system or among education, labor, government, and industry; or when thinking in terms of retraining processes and organizational systems." He stated that, "In order to cooperate more effectively, ... we need to bargain out the goals before we begin the cooperation."

Politics and economics have taken turns as actors in the development of training, retraining, and educational policies and directions for adult learners. Initially, there was a feeling that American institutions had failed; largely industrial institutions could not properly supply employment or price stability. There was good reason for more public and political intervention in the industrial processes. Later, there was a feeling that one could ensure full employment and price stability by manipulating overall economic aggregates.

Carnevale noted that, "The politics of that accommodation remained with employers. Basically, employers were left with the prerogative to decide whom to hire and fire, when and how to allocate funds, and whom to train. The government never really got involved in adult employee, employment, or training decisions or in the allocation of capital." Now, Carnevale said, adult education, employer-based training, and adult training, in general, have been given a "breath of life" from the government's interest in the performance of the mainstream economy and the productivity performance of mainstream workers.

Carnevale believes that, "Involvement in adult training and retraining and education must be done in conjunction with kinds of demands in the workplace. The workplace, itself, ought to drive the content and need for training. The workplace setting is where economic change is felt most, first by individual employers and individual employees who see that their skills are deficient or we find that there are new requirements to be met in order to keep a job or to get a new job.

"In most cases, if we are to be successful in using adult training and retraining to improve productivity, we need to do it as close to the point of production as possible and as much in conjunction with production as possible. Taking people away from the workplace or work processes or the purposes of work and training and educating them is, in general, a less efficient way to train and retrain in the context of specific jobs and job tasks. The essential informality of the American system is what dominates that process."



Carnevale believes that it is a good idea to let the processes of production and the demands of the employee and the employer drive training programs. "Customized training," he stated, "is the order of the day."

As he continued, Carnevale stated that, "Training does not create jobs; jobs create training. If you can find a job that you can put somebody into, you can then worry about providing the training or in many cases the training will naturally follow. You cannot solve unemployment problems by training and educating people. I think one of the sad political facts of our current political situation is that we are operating under the illusion in many cases that training and education will create jobs, largely because we do not have the know-how or the political wherewithal to cope with policies that will, in fact, create sufficient demand on the job to drive training and the need for adult education and training.

"The basic difficulty in the American system at the moment and since the late 1960s has been inflation, which has been the public policy priority of American government from the top down. It has been the first priority of macroeconomic policy; what we have done, to put it simply, is put people out of work. That is still the policy, I think, in most macroeconomic thinking these days on both sides of the aisle.

"United States economic policy is motivated by an intent to control inflation by reducing output, slowing growth, and keeping unemployment relatively high. As long as there is a labor surplus and unemployment is high, the demand for education and training will be down and the effectiveness of education and training in terms of providing meaningful work for people will be reduced greatly.

"There is a real incentive in most employer settings these days to invest in technology that substitutes for wage costs and increases output — in other words, to invest in technologies that substitute for individual workers. In such a setting, there is very little demand for increased education and training, and all the investment incentives are wrong. If you build a tax system that releases huge incentives and amounts of money for reinvestment purposes and at the same time through the Federal Reserve Board you hold down overall economic growth, you have what is essentially a human resources pressure cooker. You take jobs away on the investment side, and you don't allow the overall economy to grow to create additional jobs to substitute for those that are lost. I think that is the ultimate enemy of education and retraining."

Carnevale noted that it was easy to criticize anti-inflation policies, but difficult to come up with an easy answer. He did state, however, that one thing is clear. "We may not know how to make industries grow in terms of the industrial policy debates of those people who have been involved in them, and we have no set formula or way to identify growth industries versus no-growth industries. We can't pick losers or winners very well or very easily. But it is pretty clear which are the losers and which are the winners on inflation.

"We know precisely where inflation comes from. It comes from war (hot and cold wars); it comes from food, it comes from energy, it comes from construction, it comes from health care. If we could build industrial policies in those areas that were anti-inflation oriented, we might be able to drive the unemployment rate down five or six percent. And in that event, the value of individual persons in the labor market would go up greatly and the overall momentum behind education, training, and retraining in the American system would increase."

Carnevale believes that at this point, the demand for well-qualified workers and the demand for new production modes and products would take off. Training requirements that we have all heard rumors about over the past several years would be realized.

Anthony Carnevale is especially well-qualified to speak to the economic dimension of human resource and employment issues. His experience and education demonstrate both a practical and theoretical involvement with the human resource aspect of the nation's overall economic performance. Carnevale is currently researching an historical view of distressed workers and labor market theories.

The following are brief descriptions and contact persons for selected initiatives addressing the needs of adult learners. Representatives of these EXEMPLARY COLLABORATIVE PROJECTS AND NATIONAL RESOURCE ORGANIZATIONS participated in the Wingspread Conference.

Exemplary Collaborative Projects

Arizona Business-Industry-Education Council: Career Advancement Project

The Career Advancement Project is being implemented within the Phoenix Metropolitan area through the Arizona Business-Industry-Education Council (ABIEC), with the cooperation of the Maricopa County Community College District (MCCCD). Its purposes are to aid employees in their career development through the use of community college and company resources; to enhance the productivity of local firms by aiding promotional procedures and training; and to further develop the tuition-aid program for all employees including minority, handicapped, and other disadvantaged persons. Contact: Janet Beauchamp, Executive Director, ABIEC, 2346 North Central Avenue, Phoenix, AZ 85004, (602) 252-1769.

Boston College: Worker Education for the 1980s

"Worker Education for the 1980s" is a three-year project funded by FIPSE of the U.S. Department of

Education. It represents a collaborative effort between Boston College and the Massachusetts AFL/CIO. The project is working with nine unions whose members have been severely affected by the recession and declining industry. Educating workers about the structure of their industry, prospects for retraining in their jobs, and opportunities for reskilling and multiskilling are paramount objectives.

Activities include compiling educational directories, conducting educational forums and workshops for workers and union officials, and consulting with labor and management around innovative proposals for job creation and preservation. Contact: Paul Gray, Associate Professor, Chief Consultant, or Charles Deber, Assistant Professor, Department of Sociology, Boston College, Chestnut Hill, MA 02167, (617) 552-4048.

Career Development Council: Worker Retraining Project

The Career Development Council, Inc., (CDC) of Corning, NY recognized a number of related needs in the community. Blue-collar workers needed planning and self-assessment materials designed especially for them. The community needed collaborative mechanisms to provide continuing coordination of retraining initiatives. Business managers and others needed motivational materials to use in getting the attention of "at-risk" workers. The Council has successfully identified a "case" that has provided a model for private industry council training; developed personalized retraining initiatives for "at-risk" employees (a training referral booklet distributed through employers, agencies, and unions); and is in the process of developing community-wide proposals to improve collaborative efforts addressing "at-risk" employee needs.

The final activity carried out under this project was the development of a proposal to establish a three-county training information and referral system that will include a hotline and automated bulletin board listing of current and upcoming training opportunities. Contact: David Youst, Executive Director, Career Development Council, Inc., 201 Cantigny Street, Corning, NY 14830, (607) 962-4601.

Compact for Lifelong Educational Opportunities: Educational Maintenance Organization

The Compact for Lifelong Opportunity (CLEO), a consortium of 34 postsecondary institutions in Southeast Pennsylvania, building upon its core of adult learner services and its experience in brokering educational services to a network of major companies, labor unions, and public sector agencies is developing three Educational Maintenance Organization (EMO) models — one in an industrial park (Great Valley Corporate Center); one in a single major company (Scott Paper Company); and one with a major association such as the Chamber of Commerce in a central city area.

Each of the EMO sites will provide on a continuing basis a complete package of services to employees/workers: HOTLINE information on all courses and programs in the Delaware Valley, academic and career counseling, and assessment of prior learning, as well as opening up the resources of CLEO's member colleges and universities to employers, for consultation, brokering for courses, seminars, degree programs, and research, among other things.

The facility at Great Valley Corporate Center presently provides these services for employees in addition to an educational and career source library, telecourse information and registration, and brown-bag lunch discussion. For the companies, the EMO provides, among other services, specialized course development, access to interns and cooperative education students, human resource development and unemployment workshops, consultation on company financial aid and tuition reimbursement, and facilitation of special interest networking groups. Contact: Pamela Tate, Associate Director, Compact for Lifelong Educational Opportunity (CLEO), 37 South 16th Street, Philadelphia, PA 19102, (215) 864-0775.

Corning Glass — An Orientation System that Builds Productivity

In response to an unusually high turnover rate and need for improved productivity, Corning Class set in motion an operation system designed not only to improve productivity, but also to decrease successfully the turnover by improving the transition into Corning and the community. Three features make this system unique and successful: The system is an orientation process, not a program; it is based on guided self-learning; and it is long-term (15-18 months) and in-depth.

This orientation has become a cornerstone of Corning's overall productivity strategy. Contact: John D. Lesser, Quality College Instructor, Corning Glass Works, MP-51-2, Corning, NY 14831, (607) 974-7450.

The Industry Education Council of Contra Costa County, CA: Tuition-Aid Project

In the midst of economic expansion and occupational change in their county, the Industry Education Council of California in Contra Costa County recognized a strong interest by employers, unions, and educators in expanding opportunities for education and training of adults. Business representatives were viewing employment-based tuition assistance as a major benefit to their company and to their employees, but many were perplexed by its underutilization.

Representatives from postsecondary education believed that they had academic and counseling resources and programs available to meet the needs of business and industry in Contra Costa County. Unions were also ready to collaborate in order to ensure that their members received the benefits of any opportunity to improve their employment capability. The Industry Education Council designed a comprehensive program to assist business, industry, education, and unions to collaborate in making employment-based tuition-aid resources better known and more effective throughout the county. Contact: Dalton Walton, Project Director, Industry Education Council of Contra Costa County, 200 Hamet Drive, Pleasant Hill, CA 94523, (415) 860-8744.

The Metropolitan Washington Council of Governments' Work Education Council: High Technology Project

The Metropolitan Work Education Council of Washington, D.C. addressed the problem of potential structural unemployment resulting from a shift in the metropolitan area to a high-tech economy. The Council was concerned that adults in the region would not be able to compete for new developing employment opportunities. The High/Technology Project has worked to develop a comprehensive regional approach to exploring such issues as employers' best choices to meeting their employee training needs (i.e., universities and colleges, corporate in-house, or training institutions), the impact of high-technology on the metropolitan Washington area's service industries, and locating existing linkages among educators, industry, and economic development.

The Council's conference on "The Challenge of Changing Technology" in the spring of 1984 brought together representatives of business, industry, education, training, and economic development to discuss these issues and mobilize collaborative activities between the sectors in order to meet their various needs. Contact: Shirley Fox, Metropolitan Washington Council of Governments, Work Education Council, 1875 Eye Street, N.W., Suite 200, Washington, D.C. 20006, (202) 223-6800.

Loretto Heights College: Mountain Bell Program

Loretto Heights College is a small, independent, coeducational, liberal arts college for students of all ages. Evidence of the College's commitment to provide innovative programs was apparent in the early sixties when Loretto Heights established the Research Center on Women, before other institutions had such programs. In 1971, one of the first university-without-walls programs was established. The innovative program enables non-traditional students of all ages to earn a Loretto Heights College degree.

The Loretto Heights College Degree Program at Mountain Bell, established in 1979, serves working adults in the metropolitan Denver area. At the Mountain Bell Denver Service Center in downtown Denver, Loretto Heights College offers a comprehensive academic program for Mountain Bell and AT&T employees. At the Mountain Bell Training and Education Center in Southwest Denver, Arapahoe Community College and Loretto Heights College offer a collaborative educational program for Mountain Bell and Martin Marietta Denver Aerospace employees.

In 1982, the College acknowledged the growing need for educational opportunities for adult learners by establishing the Office of Adult Education and Public Service. Contact: Carolyn J. Doherty, On-site Coordinator, Mountain Bell Program, Loretto Heights College, 3001 South Federal Boulevard, Denver, CO 80236, (303) 936-8441 Ext. #281.

New England Board of Higher Education (NEBHE): Public Investment in Higher Education

The New England Board of Higher Education received a three-year grant award from the national Fund for the Improvement of Postsecondary Education (FIPSE) for a regional economic development project focused on the public investment in higher education. The program grows out of the work of the New England Commission on Higher Education and the Economy and its 1982 report and recommendations, *A Threat to Excellence*. Based on three years of research and analyses and on this publication, the NEBHE believes that a more complete understanding is required by the legislators in the six states of the relationship between the quality of the region's educational system and the performance of the region's economy.

The Board is now working with regional legislative leaders to develop state policy implementing the recommendations on public financing of higher education proposed by the Commission on Higher Education and the Economy of New England. This project is designed specifically to promote more enlightened financial policies that will result in improved instruction for students and better preparation for careers relevant to the newly emerging economy. Contact: Melvin Bernstein, Vice President, NEBHE, 9 School St., Wenham, MA 01984, (617) 468-7341.

Rio Salado Community College: JTPA-Adult Basic Education

Rio Salado Community College, a college without walls, utilizes a variety of instructional delivery systems to ensure that it meets the needs of the community in Maricopa County Arizona. Three JTPA instructional centers encompass east, west, and central Phoenix. Durango Correction Center, in central Phoenix, works with minimum security inmates during the last two months of their sentence to acquire their G.E.D. Job Search and Motivational Training is also included in the curriculum. The Eastern and Western Training Centers have classes in English as a Second Language (ESL), Graduate Equivalency Diploma (GED), and Adult Basic Education (ABE), giving clients employable skills and other training opportunities.

Rio Salado Community College, through a grant award from the national Fund for the Improvement of Postsecondary Education, is also designing a one-year A.A. degree curriculum in two technical areas within the electronics industry. Learners will be chiefly adult women and minorities at Motorola, Inc. in Phoenix. Contact: Toni Cloud, Coordinator, JTPA-Adult Basic Education, RSCC, 135 North Second Avenue, Phoenix, AZ 85003, (602) 256-7722.

Industry Education Council of San Mateo County: Workers in Transition

The "Workers in Transition" project on the Industry Education Council of San Mateo County aims to produce a model for linking education and industry in an effort to increase the productive work life for individuals. Primarily directing its efforts toward workers transitioning in the later portion of their work lives, the plan is to provide counseling and information, as well as retraining. The project is currently serving older people with four types of instructional activities: (1) retraining of unemployed auto workers; (2) career planning development for recently retired workers from selected industries; (3) lecture program for retired people; and (4) micro-computer-video interactive learning systems provided in industry for workers who need retraining in conjunction with community college programs. Contact: Robert L. Bennet, San Mateo County Industry Education Council, 53 Condon Court, San Mateo, CA 94403, (415) 345-1904.

St. Louis, Missouri: Metropolitan Re-Employment Project

The Metropolitan Re-Employment Project is an outplacement program funded by FIPSE and designed to assist employees and employers presently affected by the structural changes taking place in the metropolitan economy of St. Louis. Recognition by community leaders of the demand for services designed to assist these displaced workers gain new employment led to the development of the project.

The services available through the project are numerous. Excellent counseling services are available to aid the former employee with information about job openings, job placement, retraining opportunities, and strategies for career change. The project also provides employers with a customized program of outplacement by initiating, developing, and delivering exclusive plant- or industry-centered job workshops. Contact: Michael Maguire, Project Director, Metropolitan Re-Employment Project, 5600 Oakland Avenue, St. Louis, MO 63110, (314) 694-9142.

Technology Exchange Center (TEC)

In response to the issues of training, retraining, and upgrade training in Orange County, CA, representatives from business, industry, education, and government collaborated in the development of the new TEC. The TEC has taken the responsibility for meeting the respective labor training concerns of industry, education, government, and organized labor in the areas where overlapping needs occur and where a collective/collaborative approach is required.

In order to achieve this mission, the Technology Exchange Center is structured to provide the following services: (1) brokering, to coordinate training resources to meet emerging labor needs to new industries; (2) brokering, to determine pockets of excess labor and coordinate the upgrading or retraining of groups of workers to high demand job positions; (3) clearinghouse, for information about Orange County area employment and training needs and assistance in matching those needs with existing training and educational programs; and (4) resource center, for the development and upgrading of training and educational curricula to assure they are meeting industries' needs in this area. Contact: Kathy Lusk, Dean, Occupational Education/Special Projects, Santa Ana College Rancho and Santiago Community College District, 17th at Bristol Streets, Santa Ana, CA 92706, (714) 667-3495.

United Auto Workers—General Motors Placement and Training Program

Developments in manufacturing and technology are increasingly changing the demand for skilled workers in American industry. Workers in the automobile industry have been especially affected by increased automation, and shifts in American car-buying habits have produced plant closings, layoffs, and the prospect of additional displacement for members of America's most skilled workforce.

In response to these needs, a jointly administered UAW-GM Placement and Training Program has been established in Flint, MI, serving UAW Region I-C. This Placement and Training Program — P.A.T. for short — has been staffed and financed to serve the needs of laid-off workers and workers who face potential layoffs as a result of changing situations in the auto industry. At the beginning of 1984, there were over 9,000 laid-off UAW-GM employees in the Flint area.

This program is an innovative model of cooperation between labor and management. By actively linking workers with community resources and enhancing their potential for re-employment, it addresses the changing demand for skilled workers throughout the automotive and other industries. Contact: Charles E. Black, Assistant Director, Joint Programs and Special Projects, General Motors Corporation, 3044 West Grand Boulevard, Detroit, MI 58202, (313) 556-4932 or Carl Bramlet, International Representative, UAW, Region I-C, 1940 West Atherton Road, Flint, MI 48047, (313) 767-0910.

University of Idaho: Project READI

The READI Project (Rural Educational Adult Development in Idaho) is funded by FIPSE to develop computer literacy opportunities for rural adults. Curriculum developed by the project emphasizes basic skills, problem solving, and goal setting, as well as computer awareness and literacy skills. The project is working with the Idaho Cooperative Extension Service to pilot the program and to design an effective and appropriate delivery system.

While the goal of the project is to bring computer literacy to the more isolated rural com-

munities, the project is also concerned with economic development. Since many rural communities are undergoing rapid economic change as the wood product and mining industries change, rural people have to develop new sources of income if they are to survive. The READI Project will provide training and resources to facilitate these changes. Contact: Mary Emery, Director, READI, University of Idaho, College of Agriculture, Moscow, 83843, (208) 885-7984.

University of South Carolina at Aiken

In the recent past, two statewide efforts to address professional development needs of educators and to explore new partnerships between the University of South Carolina and other entities were initiated. The "Special Services to Schools Program" of the University of South Carolina focused on making the total resources of the University available to school districts in unique ways, both for credit-bearing and non-credit experiences. The School Advisory Council Assistance Project is another effort to develop skills among building-level principals, teachers, parents, and local citizens who are trying to implement effective councils at every school in the state. Contact: Thomas Hallman, Assistant to the Chancellor, University of South Carolina, Aiken, 171 University Parkway, Aiken, SC 29801, (803) 648-6851.

National Resource Organizations

National Committee for Reschooling the Adult Worker

The intent of the National Committee for Reschooling the Adult Worker is to create a forum that will promote accessibility of postsecondary education for the non-traditional student. Of particular concern to the Committee is the improved access that the unemployed and underemployed worker has to programs of quality education. This forum will aid member organizations in the following: action research appropriate for legislative and policy applications; development and analysis of curricula and programs for non-traditional students; and the exchange of information on alternative quality postsecondary education at national and state levels.

The goals of the committee include: raising the level of awareness as to the potential college student population in the 1980s; utilizing legislative action for support of institutional change in public postsecondary education in relation to social and economic renewal; collaborating with member groups in the development of model program design to change the delivery system for non-traditional postsecondary students; and promoting the development of efforts at both state and national levels for maximum effectiveness in the allocation of educational resources for non-traditional students. Contact: Nancy B. Blackman, National Committee for Reschooling the Adult Worker, P.O. Box 236, Kingston, RI 02881, (401) 789-8291.

AFL-CIO/Department of Education

The AFL-CIO Department of Education's primary responsibilities are to support and coordinate labor education programs offered by labor unions and universities and to develop testimony and legislative proposals in the area of public education.

The AFL-CIO has provided a number of programs involved in the area of adult learning and retraining. In September 1982, the AFL-CIO Education Department conducted a pilot program entitled the "Education and Life Planning Conference." Representatives of the Compact for Lifelong Educational Opportunities (CLEO) conducted the program, which intended to provide union education staff with experience in career change or career assessment programs. The department has also worked with a wide variety of non-traditional education programs, such as "To Educate the People Consortium" with Wayne State University.

In addition, the AFL-CIO Department of Education functions as a liaison to the American Council on Education, the American Association of Junior and Community Colleges, the American Association of Adult Continuing Education, and the Coalition of Adult Education Organizations. Contact: Ed Czarnecki, Assistant Director, Department of Education, AFL-CIO, 815 16th Street, N.W., Washington, D.C. 20006, (202) 637-5000.

AFL-CIO/Human Resources Development Institute (HRDI)

HRDI is the employment and training arm of the AFL-CIO. Since 1968, HRDI has been working to bring the resources of the American labor movement to bear in reducing unemployment and extending job and training opportunities. HRDI operates under a convention mandate from the AFL-CIO. Its charge is to strengthen this nation's employment and training programs for the unemployed and the disadvantaged.

The Institute's mandate translates the deeply rooted commitments of the labor movement into action to bring us closer to the day when every American will have a chance to work at a decent job. The Institute offers technical services to labor organizations across the country to help them assume a strong partnership role in the design and operation of training programs for jobless persons.

The enactment of the Job Training Partnership Act of 1982 (JTPA) has heightened the importance of effective labor participation in training programs at the state and local level. HRDI is working to help labor make the most of its opportunities under the new act, so that labor groups can help shape the training programs in their communities. HRDI recognizes that labor has traditionally performed a central role in preparing workers for jobs in the private sector. With JTPA's emphasis on private sector employment, HRDI is seeking to assure that labor resources are appropriately used in training programs established under JTPA. Contact: Michael M. Arnold, Executive Director, Human Resource Development Institute (HRDI), AFL-CIO, 815 16th Street, N.W., Washington, D.C. 20006, (202) 638-3912.

American Association of Retired Persons (AARP)

AARP serves a membership of more than 15 million persons age 50 and over and is dedicated to helping older persons achieve lives of independence, purpose, and dignity. AARP has created the Institute for Lifetime Learning as a continuing education service to its membership.

The Institute promotes opportunities for older persons to continue to learn, to prepare for new jobs and careers, and to become involved in media and new technologies. As a resource center of lifetime learning and aging, it publishes materials related to education for older persons, conducts surveys, initiates workshops, and provides technical assistance to organizations interested in developing education and training programs for older persons.

The Institute also provides informative pamphlets and technical assistance to individuals and/or organizations that need information regarding employment of older people. To monitor

and advocate for national policy related to education, training, and employment programs, the Institute works closely with AARP's legislative department. Contact: Dr. Sandra Timmerman, Head, Institute of Lifetime Learning, American Association of Retired Persons, 1909 K Street, N.W. Washington, D.C. 20049, (202) 728-4666.

American Can Company Foundation

Founded in 1960, the American Can Company Foundation has a long history of corporate social responsibility. In 24 years of operation, it has contributed more than $24 million to institutions, charities, and non-profit organizations. Roughly one-third of the foundation's 1984 $3 million budget will be applied to education.

The Foundation's charter establishes a program of contributions for the purpose of supporting a wide variety of individuals and organizations working to improve the overall quality of our society. Three issues are addressed by the new National Theme Program: (1) corporate role in public education, (2) hunger and nutrition, and (3) economic transition.

The Foundation's efforts in the public education area will emphasize improving the quality of education for all students, increasing the program of young people who complete high school, and supporting talented teachers. Contact: Ray Reisler, Manager, American Can Company Foundation, American Lane, P.O. Box 3610, Greenwich, CT 06836, (203) 552-2989.

The Fund for the Improvement of Postsecondary Education (FIPSE) is a small program within the U.S. Department of Education. Its legislative mission is "to improve postsecondary education" across a broad range of concerns. The Fund supports, through annual grant competitions, local improvements that address nationally significant problems or opportunities in postsecondary education.

The Fund defines postsecondary education broadly to include all agencies and institutions offering education after high school, such as colleges and universities (public and private, two- or four-year), technical and business schools, testing agencies, professional associations, employers and unions, state and local education agencies, students organizations, cultural institutions, and community groups. Under the current annual budget of nearly $12 million, approximately 70-100 new projects (from over 200 proposals) and an equal number of continuing projects are supported each year. Created in 1972, the Fund has invested $117 million in over 900 separate projects during the past 11 years.

Adult learning and worker retraining have been continuing concerns at the Fund. Types of projects supported have included adult information and guidance centers; assessment of college credit potential in noncollegiate educational experiences; distance learning via telecommunications; curricula based on adult development theory; and collaborative programs among colleges, unions, and business.

The current Fund priority areas include: important and difficult learning; access and completion; education for a changing economy; uses and implications of electronic technologies; reform of graduate and professional education; teacher education and cooperation between colleges and schools; and the organizational capacity to improve education. Contact: Russell Y. Garth, Acting Deputy Director, Fund for the Improvement of Postsecondary Education, 7th and D Streets, S.W., Room 3102, Washington, D.C. 20203, (202) 245-8091.

National Association of Private Industry Councils (NAPIC)

The Association provides a mechanism for PIC members and private employers to discuss and exchange ideas for planning and implementing employment and training policies in the context of economic development and education. It brings together the leaders in the Job Training Partnership Act to: establish a forum for local PICs to share their program experience with Congressional and executive branch policy makers; have local PICs share experiences in strategic and operational planning, program development and management, system design, and project evaluation; and conduct legislative and regulatory analysis and comment on the Job Training Partnership Act and related policy initiatives.

NAPIC in cooperation with the National Institute for Work and Learning is presently engaged in a two-year demonstration project linking the needs and resources of postsecondary educational institutions with those of Private Industry Councils. The purpose of the project is to foster partnership between PICs and postsecondary education so that higher education plays a visible and important role in JTPA through involvement on the local planning and implementing of job training programs, especially in the retraining of dislocated workers. Contact: Robert Knight, Executive Director, National Association of Private Industry Councils (NAPIC), 2001 South Street, N.W., Suite 500, Washington, D.C. 20009, (202) 223-5640.

National Center for Educational Brokering (NCEB)

The National Center for Educational Brokering (NCEB), a part of the Association for Humanistic Psychology, is a non-profit educational organization designed to promote educational brokering through technical assistance, publications, and public policy studies and recommendations.

The Center is presently involved in two projects under a grant through the National Institute for Work and Learning from the W.K. Kellogg Foundation. The NCEB *Bulletin* is the only publication exclusively devoted to technical assistance information for and about educational and career counselors for adults. It is a major linking device for practitioners and functions as a major means of disseminating a number of demonstration projects.

The second project, the NCEB Counselor Development Program, aims to improve the quality of information counseling and management in support centers for adults. The project is highly leveraged in that it trains trainers and consultants. They act as statewide teams of three or four with a

leader who is placed in a state agency where he or she can publicize the team's services and provide logistical research for the team's work. Contact: Fran Macy, Executive Director, National Center for Educational Brokering, Association for Humanistic Psychology, 325 Ninth Street, San Francisco, CA 94103, (415) 626-2378.

The Minnesota Job Skills Partnership

The Minnesota Job Skills Partnership is a state agency governed by a 21-member Board of Directors, which represents the employment interests of Minnesota business, labor, government, and skill training organizations.

The Partnership is a commitment by the State of Minnesota to extend the education and training resources of the state to provide Minnesota employers with a well-trained and skilled workforce. The Partnership was created to act as a catalyst to bring together employers with specific training needs with educational or other nonprofit institutions that can design programs to fill those needs.

Partnership programs funded through matching grants are intended to fulfill short- and long-term objectives. In the short term, employers experiencing skill shortages will be able to employ workers trained to meet those needs. In the long term, it is the goal of the Partnership to promote the economic interests of Minnesota citizens through closer cooperation between the state's businesses and the education, employment, and training systems of the state.

Grants to support skills training will be made to education and training agencies that develop customized programs to meet specific employer needs. A matching contribution from the employer, either monetary or "in-kind," is required. Contact: Monica Manning, Executive Director of the Minnesota Job Skills Partnership, 406 Capital Square, 550 Cedar Street, St. Paul, MN 55101, (612) 297-4660.

The National Institute for Work and Learning (NIWL)

The National Institute for Work and Learning is a private, tax-exempt, not-for-profit corporation, which receives its principal financial support from foundations, corporations, and government grants and contracts. The Institute's agenda is to improve the relationships between school and work for youth and between work and school for adults and to bring the supply of and demand for critical skills into better balance. The means to these ends have taken a variety of forms during the last decade, including: action experiments and pilot programs; case studies of successful practices; policy studies that synthesize research results for action uses; research studies, when found to be a necessary step before action; and establishment of information networks.

While the means vary, a common thread runs through all NIWL undertakings: the pursuit of collaborative efforts among employers, educators, unions, service organizations, and (where appropriate) government to resolve work and learning problems and to help the collaborative approach operate at the local and state levels. The collaborative process has been a consistent focus since the creation of the Institute. Contact: Richard A. Ungerer, Executive Vice President, National Institute for Work and Learning, 1302 18th Street, N.W., Suite 501, Washington, D.C. 20036, (202) 887-6800.

The Office of Technology Assessment (OTA)

The Office of Technology Assessment (a part of the U.S. Congress) has recently initiated a study of "Technology and Structural Unemployment: Retraining Displaced Adult Workers." This study, requested by the Senate Finance Committee, is scheduled to cover a period of 18 months, from October 1983 through March 1985. An advisory panel has been selected, which includes employment generalists, private industry trainers, and technologists aware of the impacts of technology on employment. The study is focusing primarily on those workers whose educational background or job-specific skills makes them most susceptible to displacement and will examine trends in employment over the next 10-15 years.

The study team is operating on the thesis that displacement due to changing technology and increased foreign competition is a significant and growing problem. Given this thesis, about half of the assessment effort will be devoted to investigating possible federal roles in retraining and

other forms of assistance to displaced workers. The project staff will summarize literature on performance measurement of retraining programs, examine past successes and failures (MDTA, CETA, JTPA), and conduct field studies of private, public, and union-sponsored retraining programs. The study team will also examine various delivery systems presently available to adult workers (colleges, vocational education institutions, junior colleges, employer-sponsored training) for retraining and identify how accessible and useful they are.

OTA staff are also investigating retraining programs in West Germany, Sweden, and Japan to identify elements that could be transferred to the United States. Finally, the assessment will address various approaches to avoiding displacement problems, including redistributing work, averting plant closings, and using job design to avoid layoffs and improve the variety of richness of jobs. Contact: Julie Gorte, Project Director, ITE Program, Office of Technology Assessment, United States Congress, Washington, D.C. 20510, (202) 226-2205.

Service Employees International Union (SEIU)

The SEIU, the fourth largest union in the AFL-CIO, represents workers in a variety of occupations, from entry level to professional, in the wide-working service sector industries. SEIU, in response to an apparent lack of access to training in higher-skilled jobs, established a National Career Development Program — the Lifelong Education and Development Project (LEAD). Since the late 1970s, LEAD has worked to improve the quality of members' lives both on and off the job, by their job or careers, while maintaining their employment. Wherever possible, LEAD works in cooperation with employees to develop programs that link training to jobs on the worksite, thus satisfying the members' desire for career mobility and job security, while meeting the employers' need for qualified personnel.

LEAD staff also assist locals to respond to members' educational needs through a variety of activities including career and job market counseling, basic educational service, displaced worker programs, collective bargaining assistance and education, and employment and training services. Contact: Deborah Ness, National Director, Lifelong Education and Development Project (LEAD), Service Employees International Union, AFL-CIO, Inc., 2020 K Street, N.W., Washington, D.C. 20006, (202) 452-8750.

70001, Ltd.

One of the nation's largest employment training organizations, 70001 Ltd. is a nonprofit public service corporation preparing thousands of economically disadvantaged citizens each year for the world of work and placing them into jobs with private employers. Founded in 1969 with a grant from the Thom McAn Company, 70001 has grown into a national network of some 51 programs in 16 states. The majority of sites are locally funded and administered, with 70001 providing training, technical assistance, and performance monitoring. Most program participants, called "Associates," are high school dropouts ages 16-22, although several programs serve adults as well.

Core program services consist of highly structured work-readiness training, educational upgrading, motivational activities, and job placement assistance. Associates are not paid for their participation in the program, which averages four months. The Seventy Thousand One Career Association (SEVCA), a national organization for school dropouts, serves to build self-confidence, leadership skills, competitive spirit, and motivation through civic, social, and professional activities carried out in a structured peer group environment. Training is provided in coping skills, values clarification, constructive confrontation, communication skills, decision making, problem solving, and assertiveness training. The end result is an employee who has an improved self-awareness and self-concept, which facilitate job retention and career mobility. Contact: Jeffrey M. Johnson, Vice President for Development, 70001, Ltd., 600 Maryland Avenue, S.W., West Wing 300, Washington, D.C. 20004, (202) 484-0103.

W.K. Kellogg Foundation

The W.K. Kellogg Foundation's interest in adult continuing education is to expand knowledge, understanding, and skills through lifelong learning. Achievement of this goal requires: (1) modification of the continuing educational system

to achieve greater flexibility in meeting the learning needs of adults; (2) expansion and application of the knowledge base specific to adult learning; and (3) development and implementation of policies to support adult continuing education as an integral component of a lifelong comprehensive educational system.

Specific programming interests include aid for comprehensive approaches to assist adult learners in making decisions concerning their education and career and to gain access to appropriate educational resources and institutions to complete a plan of study. Innovative educational programs for adult learners at community colleges, public libraries, and residential centers for continuing education which, because of their distinctive characteristics, will be assisted to become more effective educational influences for adults.

The Foundation will assist collaborative continuing professional educational efforts among the practitioners and scholars in universities, hospitals, professional associations, or multiple professions in comprehensive university programs. Several centers that promise to add to the intellectual foundations of adult learning and continuing education and significant new applications of the theories to improve adult learning will be aided. Programs that prepare teachers and administrators who can provide for a broad array of adult continuing education programs will also receive Foundation attention. Finally, national, regional, and state organizations that play important roles in the policies influencing the improvement of adult continuing education will be considered for Foundation grantmaking. Contact: Dr. Arlon E. Elser, Program Director, W.K. Kellogg Foundation, 400 North Avenue, Battle Creek, MI 49016, (616) 968-1611.

"We are about the business of building regional networks." Arlon Elser

Arlon Elser, program director for the W.K. Kellogg Foundation, stated in his closing remarks that building regional networks to meet adult learner needs involves several things: (1) assessment of individual needs; (2) identification of educational resources and existing linkages among industry, educators and trainers, and the community; (3) flexible long-range programming (e.g., intercompany agreements to recognize employee training needs); and (4) counseling and support services. Innovative educational programs at community colleges and public libraries are the key to the success of this model.

These settings have the resources to provide "guidance counseling, referral and support services, articulated educational programs, personal development programs, and preparation of citizens for community life." As Elser noted, more literature on intellectual foundations is needed to build on adult learner programs ("the literature is thin"). Continued preparation of administrators and organizers of adult continuing education is also needed, as are national, regional, and state policies that bring the system of training and education around to meet the new demands of adult learners in this changing economy.

"It is not enough to focus on skill development, job placement strategies, retraining, and retooling of the adult learner. Consideration of the self-esteem and psychological needs of dislocated, unemployed, and at-risk workers is needed to respond fully to the needs of these people." Pam Tate

In capturing some of the highlights of the conference conversation, Pam Tate, associate director of the Philadelphia-based Compact for Lifelong Educational Opportunity, brought to light during the closing session of the conference several recurring innovative phrases and statements that she believed needed further investigation; for example, "toxic envy," a perceived threat on the part of institutions toward collaborative education/training efforts by other groups; "QL" as opposed to "QWL," emphasizing the relationship between the overall quality of life and its impact on the quality of work life; "jobs first strategy," as opposed to "training strategy" (which comes first: training to fit the job or jobs to fit the training); and the notions of "feminization of poverty" and "masculinization of work."

The notion that higher education cannot be true to itself without fostering both economic and social renewal was a concern that Tate brought forth. Collaborative efforts must consider the symbiotic relationship among these three entities in order to be successful.

Tate noted the concern for the question of universities' roles as extensions of corporations: who/what determines university curricula? This thought later developed into the notion of colleges "delivering education in new ways to meet the changing needs of technology and keeping up with the needs of society."

Tate expressed concern that the focus on adult learner skill development, job placement strategies, retraining, and retooling is not enough. She suggested that considering self-esteem and psychological needs of dislocated, unemployed, and at-risk workers is needed in order to respond fully to the needs of these people.

Several main points were highlighted as next steps in the collaborative efforts of the organizations present. She sees the tendency in today's corporate world to focus on quick-fix job skills and

customized training and technology — abandoning broader areas of adult learning (the non-career areas). "These are the ones for which there are fewer dollars and less attention, but there is just as great a need for education for citizenship, for public service, for leadership, for empowerment of individuals, for critical examination of society, and for problem-solving capability." Tate stated that she would like to see an examination of higher education's role in economic and social development and not to lose the broader focus as we pursue funding sources.

She also focused on what appears to be a lack of understanding of the corporate world among educators like the lack of comprehensive understanding of the culture of higher education in the corporate world. "We really don't know enough about each other. We keep talking about collaboration but we don't have the knowledge base to undergird a lot of those collaborative efforts." Successful collaborative ventures rely on a thorough understanding and acknowledgment of the objectives and culture of each in turn.

Understanding the economy, its effects on polarization, employment abroad, the numbers of jobs and where they are, and where new jobs are likely to be is critical to making efficient decisions about training and education. As Tate pointed out, "... we in education don't know enough about the economy itself to make these decisions as effectively as we could." She went on to say that, "We need to argue that if higher education has a role in economic development, then we have to understand the economy better and where we fit in. Our lack of knowledge and focus on the corporate sector, the union sector, and the economy itself has resulted in a weakness in the collaborative ventures

we undertake. The importance of all of this rests in being able to convince policy makers that education is indeed an economic resource."

In pointing out the apparent lack of attention in the vested interests of business and higher education, Tate quoted Gerard Gold (of the National Institute for Work and Learning) who said, "We have not yet reached the point where the enrollments in higher education on the one hand, or the profits of the corporation on the other, have been tied to direct planning and action. In other words, the vested interests are not engaged on either side .... Nor have we reached a point where the benefits and costs of collaborative planning and action have been clearly stated. We're not at a point where they've been placed in proportion to the overall mission of the two and used to develop concensus on the future distribution of education and training." Tate emphasized that in order to move forward on collaborative efforts, we must address the issue of the vested interests of these two sectors.

Tate also expressed a need for national policy concerning human resource development, a policy that is flexible and pays attention to regional and local differences (affected by the new Job Training Partnership Act, the revision of the Higher Education Act, and the effects of burgeoning high technology). She expressed the concerns of other conferees. "As those who are involved at the level of knowing what the impact is on adult learners, we should be influencing national policy at the grass roots level to bring about the recognition that learning is a national issue and national problem. We need support from funding sources other than concerned private foundations and FIPSE.

"The networking among our projects and the dissemination of ideas that happen at meetings like this need to be done in a more systematic way with resources. We need a national funding source that sees the need for this network and tries to help fund its activities on an ongoing basis. This source should not call us together just to talk about our programs like we have here, but one that funds us to develop policy papers and recommend tuition-aid revisions for corporations. We need people working on these issues, not doing it out of their back pocket while they are trying to run programs on the side." She emphasized the desperate need for funding for networking support, dissemination, and program and policy development.

Before closing, Tate stressed concern about corporations assuming the roles of educators in order to meet their needs, needs that tend to be a reflection of the state of the economy, and concern about the declining role of education in meeting training needs. "I want to make a case that higher education should have a piece of the education and training world, not all of it, but an important piece, and that we have a chance to maintain that market and share that market."

Lastly, through reflections from Michael Katz (an educational and social policy historian), Tate spoke of the assumptions she believes underly our collaborative efforts and need to be *critically examined*:

- The belief that harmony is possible in society and that conflicts of interest between classes and groups are not inevitable and somehow they can be overcome. (Katz questions whether this assumption is really one on which we should operate.)
- The emphasis on the equality of opportunity for individuals rather than on equality of resources for all groups.
- A top-down approach to solving social problems; people with resources at the top trying to fashion solutions and imposing solutions at bottom.
- Education is *the* answer to problems or an important answer. The more educated people there are, the better the society we will have. Education is the answer to economic renewal and growth; that leads into retraining as an answer as well. Enlightenment does it all for us.
- Paying attention to the cyclical nature of the reforms we introduce at one phase leads to the need for these things to be reformed at another time. The band-aid approach to social policy or social problem solution.

- At the national level, the assumption that social science or formal analytically deprived knowledge should be used to inform decisions at a social policy level and will increase dependence on social science and expertise at that level.
- Diagosis of the problem will imply the treatment for the problem — the medical model. Emphasis on diagnosis and the energy that goes into diagnosis and analysis and very little energy going to implement treatment for the patient.

In conclusion, Pam Tate stated that, "Optimism is the strength that we especially need in a time when we don't have the national leadership that we've had in the past, ... a time when all of us are struggling to survive with the concerns of serving adult learners."

Next Steps ...

At the beginning of the Wingspread Conference, the goals of "improving the relationship between work and learning institutions and examining exemplary collaborative programs serving adult learners" sounded very academic to the participants. Most agreed, however, that these goals had been addressed by the time the Conference had come to a close. In the final workshop, the participants were asked to recommend next steps for NIWL in this general area of collaboration and aoult larning.

First, NIWL was directed to address the felt need for increased communications and networking among those persons specifically involved in collaborative projects serving adult learners. One immediate outcome of the conference was the start of a monthly informal newsletter, which will include analyses of current and developing adult education/training policies, publications and resources, notices of upcoming meetings, and descriptions of exemplary collaborative programs.

Initially, the newsletter will be mailed to the Wingspread Conference participants, the FIPSE cluster of projects concerned with "Education and the Economy," the CAEL Cluster Directors/Regional Managers involved with Project LEARN, and select others. Later this summer, NIWL will be seeking guidance about future funding (or subscription fees) to continue the newsletter after current resources are exhausted.

Second, a major interest of participants was for them to become more involved in the analysis and, when necessary, formulation of policies related to adult learning and retraining issues. Third, participants recommended that more opportunities be organized for ongoing professional development and leadership training of those involved in designing collaborative projects.

NIWL in coming months will be exploring the best vehicles to address these concerns. Please let us hear from you if you would like to be involved!

Richard Ungerer

This conference report was prepared by Melissa B. Caldwell. Further information can be obtained by contacting Richard A. Ungerer, Executive Vice President, National Institute for Work and Learning, 1302 18th Street, N.W., Suite 501, Washington, D.C. 20036, (202) 887-6800.